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ABSTRACT

The family life sex education unit for eighth graders, "The Years of Uncertainty," consists of a series of daily lesson plans that span a 29-day period of one-hour class sessions. Topics covered are: problem solving, knowledge and attitudes, male and female reproductive systems, conception, pregnancy, birth, birth defects, venereal disease, dating, peer group influence, emotions, values clarification, and decision making. Some teaching aids included are a human reproduction vocabulary pretest, a teaching test on syphilis and gonorrhea, a self-image checklist, and a values clarification chart. The resource list includes related books, magazine articles, films, and filmstrips. (EA)

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EIGHTH GRADE

FAMILY LIFE EDUCATION

"The Years of Uncertainty"

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CE 002 452

Craig H. Currie

Superintendent

September, 1972

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PREFACE

Our culture has extended the years of adolescence greatly within the last few years. Puberty is beginning about eighteen months earlier than in the past, and educational needs and requirements for adult preparation are increasingly expanded, thus creating "Years of Uncertainty" when the skeletal growth is complete, but adult status is not granted.

A family life teacher needs to be sympathetic to students' problems and to believe in the dignity and worth of the individual. Family life education means educating people emotionally and intellectually so they will be able to make intelligent and well-informed choices from many competing alternatives.

In order to develop an atmosphere of frankness and acceptance, there must be continuous opportunity for student thought and discussion. Good rapport between teacher and students, and among students should be fostered.

The committee feels that class membership should be heterosexual, taught by a man and woman team. The division of the group for special lessons will be left to the discretion of the class and teachers involved. Males and females need to understand themselves in relation to one another in an atmosphere of openness with concern for the feelings of the individuals.

The extent to which masturbation, seminal emissions, contraception, birth defects, venereal disease, and premarital sex relations are covered is outlined under the respective objectives. It is felt that all questions initiated by students should be answered openly and honestly. Students are continually exposed to sensationalism in the areas of sex. They need an atmosphere in which to express their concerns in putting all these various stimuli into a context of responsible human growth and development.

The goals of the program are to help adolescents:

1. to develop self-discipline, self-reliance, self-esteem, self-confidence, and adaptability.

2. to develop as well as recognize current values, standards, and goals that will give meaning and direction to life choices.

Objectives

At the end of this unit of study the student will be able to:

1. review the role and influence of the endocrine glands in adolescent growth and development, including normal variations which do occur.
2. compare the male and female reproductive systems and describe normal physical changes that take place as males and females reach puberty.
3. describe the processes involved in normal conception, pregnancy and birth.
4. discuss birth defects and answer questions related to complications which can arise in pregnancy and birth. Discuss causes, prevention, and treatment.
5. describe the history, cause, effects, and prevention of venereal disease.
6. be able to discuss normal adolescent relationships with peers involved in dating, parties, and going steady.
7. identify and discuss the implications of peer group influence and pressure.
8. identify and discuss personal emotions and needs such as love and infatuation as they appear to ones self and to others.
9. identify ways in which emotions affect decisions made about the body.
10. identify value and value systems and begin to clarify his own values.
11. develop a decision making process which is consistent with his value system.

GET ACQUAINTED AND PRETEST STUDENTS FOR PREVIOUS KNOWLEDGE.

Content:

DAILY LESSON PLAN DAY # 1

Topic: Create comfortable atmosphere for teacher and pupils and introduce course.

Time needed: 45-50 minutes

Materials:

Other:
nametags from enclosed sheet - "Favorites"

Strategies/procedures:

1. Introduce the Family Life teaching team.
2. Introduce and explain the program - history, philoscphy, and objectives.
3. Introduce the teachers be conducting an interview. See enclosed explanation. Students should ask questions of the teacher; any questions may be asked, but the teacher retains the right to pass. The teacher should have a list of questions in mind to get the interview started or to keep it moving.
4. Use name tag methods for introduction of pupil-teacher and pupil-pupil. See "Favorites" name tag illustrated. These can be used for informal groupings later, i.e., by colors: reds, blues, greens, etc. or sports, etc.

PUBLIC INTERVIEW SAMPLE QUESTIONS

1. How are you feeling today?
2. Life been good to you lately?
3. Can you tell us anything about what you've been doing?
4. Would you bring up children differently than the way you were brought up?
5. How did you find out where babies come from? Did your parents tell you, did you just figure it out yourself, or what?
6. Do you like babies? What about them do you like?
7. Is there something that you once did that you are especially proud of?
8. Do you do things like that often?
9. Can you tell us some quality of yours that you like very much?
10. How about a quality of yours that you don't like much at all?
11. Do you ever hate yourself?
12. Would you like to talk about that a bit?
13. Like to climb trees? Ice skate? Go to the movies?
14. Jump from a plane with a parachute? Jump without a parachute?
15. Would you like to ask me any question? Please do.

PROBLEM SOLVING SITUATIONS

1. You are the parents of an eighth grade girl. You are certain that she has been experimenting with cigarettes. Even though you are upset about the smoking, nothing has <u>yet</u> been said or done. What are you going to do?

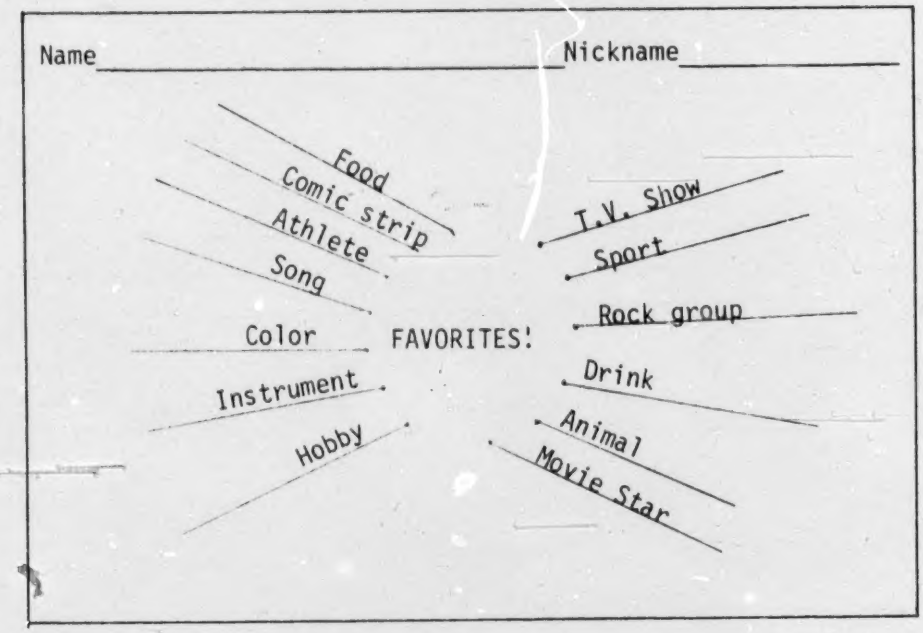
2. You are an eighth grade boy, and have made several friends, two of which are members of a special clique. The members of this group are not allowed to have any friends other than those that are in the clique. Your two "cliquey" friends ask you to join the group. If you join you must drop all your other friends; on the other hand, the group is very popular and has a lot of influence in school activities. What are you going to do?

3. You are a student working on an experiment in science class. As you work, you notice a boy at another table put one of the stopwatches into his pocket. He saw you watching him. As the result of this theft, there are only two watches per 30 students. The kid stealing the watch is a member of a rough gang. The teacher is looking for the watch. What, if anything, will you do?

4. Your daughter has become good friends with an older girl who has been in trouble with the authorities concerning drugs. Will you try to stop the friendship or let nature take its course?

5. Your best friend is a mini-teacher. He has access to the test. He copied the questions off and passed them around in your group. The others say they are going to use the questions. Will <u>you</u> make use of the questions?

NAME TAGS


Name_____
Nickname_____
Food
Comic strip
Athlete
Song
Color
Instrument
Hobby
FAVORITES!
T.V. Show
Sport
Rock group
Drink
Animal
Movie Star

Name_____

PRETEST
Human Reproduction Vocabulary

Word List:

abortion	fallopian tubes	ovaries	testicles
cervix	gonorrhea	ovum	uterus
chancre	hymen	penis	vagina
contraceptive	intercourse	placenta	vas deferens
circumcision	masturbation	syphilis	wet dreams
erection	miscarriage	scrotum	
ejaculation	menstruation	semen	

Match proper word with description:

1. _____ female sex organ for sex relations, serving as a passageway for menstrual flow and for the birth of a baby.
2. _____ womb; the female organ in which the unvorn baby is protected and nourished.
3. _____ the pouch containing the testicles.
4. _____ the prevention of uniting sperm and ovum.
5. _____ a pair of ducts by which the ova are carried from the ovary to the uterus.
6. _____ expulsion of a fetus from the uterus (natural or induced).
7. _____ a natural abortion.
8. _____ a thin membrane of soft tissue partially closing the entrance to the vagina.
9. _____ the joining of male and female sex organs in sex relations.
10. _____ self stimulation of one's sex organs.
11. _____ the shedding of a lining of blood and tissue by the uterus.
12. _____ the reproductive cell (egg) of the female.
13. _____ fluid containing male sperm cells.
14. _____ a disease which can be transmitted from one person to another during sexual contact and can be detected by a blood test.
15. _____ the male sex organ by which sperm cells are introduced into the vagina of the female.
16. _____ tube-like structures in the male reproductive system.

17. _____ two oval-shaped male glands which produce sperm.

18. _____ store female egg cells.

19. _____ a normal discharge of semen often occurring while a male is sleeping.

20. _____ a venereal disease of the inside linings of the male and female sex organs.

21. _____ the hard painless sore of syphilis.

22. _____ the neck of the uterus, a part which extends into the vagina.

23. _____ the removal of the loose skin at the end of the male sex organ by surgery.

24. _____ discharge of seminal fluid by the male at the height of sexual excitement.

25. _____ the enlarged and firm condition of the male sex organ during sexual arousal.

26. _____ an organ attached to the inner wall of the uterus, connected to the fetus by the umbilical cord, through which the fetus is nourished and gives off waste.

SURVEY OF INTEREST AND ATTITUDES

(No name, please)

1. Is a menstruating woman sick?

   a. Yes.
   b. She naturally feels weak and unwell from loss of blood.
   c. Menstruation is not an illness.
   d. I don't know.

2. How does masturbation affect intelligence and emotional control?

   a. Some loss in both.
   b. May cause a nervous breakdown.
   c. Slows the growth of intelligence.
   d. Depends on how much one masturbates.
   e. Has no effect on either one.
   f. I don't know.

3. To whom can you go to find out the answers to your questions about sex and growing up?

4. How do you feel about discussing topics such as menstruation in a mixed group of boys and girls?

5. What kinds of questions do you hope to have answered as a result of studying Family Life Education? Think of all aspects: physical, social, emotional, and ethical.

Content:

DAILY LESSON PLAN DAY # 2

Topic: Pretest for knowledge and attitudes.

Time needed: 45-50 minutes

Materials:

Other:
Question box
Human Reproduction Vocabulary
Survey of interests and attitudes

Strategies/procedures:

1. Administer pretest, "Human Reproduction Vocabulary", and correct in class. Determine class average.
2. Administer "Survey of Interests and Attitudes". Collect for teacher's information.
3. Discuss the use of the question box for questions students may not want to ask in class:
   a. Question box is available for use at anytime.
   b. Question cards may be handed out at the beginning of each class period. If a student has a question, he should write it on the card before class is over. At the end of class, as students leave, they place all cards in the box.

Alternate activities:

1. Pretest can be collected and corrected by the teacher

#1

REVIEW THE ROLE AND INFLUENCE OF THE ENDOCRINE GLANDS IN ADOLESCENT GROWTH AND DEVELOPMENT, INCLUDING NORMAL VARIATIONS WHICH DO OCCUR.

Content:

1. Glands to be reviewed include:
   a. pituitary
   b. adrenal
   c. thyroid
   d. parathyroid
   e. gonads
   f. pineal
   g. thymus
   h. pancreas
   i. islets of Langerhans
2. Stress that "normal" includes a wide range of differences.

DAILY LESSON PLAN DAY # 3,4,5

Topic: Endocrine system

Time needed: Three 45-50 minute periods

Materials:

Books:
Modern Health, Otto

Films:
"Endocrine Glands"

Filmstrip:
"Endocrine Glands and Hormones"

Other:
brown wrapping paper
scissors
magic markers

Strategies/procedures:

*NOTE: Teacher should determine before hand if coverage of endocrine glands was handled in health class.

1. If needed, read and discuss Chapter 18 in Modern Health in reference to endocrine glands.
2. Show either: (filmstrip) "Endocrine Glands and Hormones" #5; or the (film) "Endocrine Glands".
3. Make body charts, grouping students in pairs. One person lies down on the brown wrapping paper while the other draws the outline of his/her partner. Then together they place the endocrine glands on body outline.
4. Interview ninth grade students. Choose one student who is very tall and another who is very short. Have them express their feelings about their physical differences. Make sure eighth graders have been prepared for the interview technique of questioning.

#2

COMPARE THE MALE AND FEMALE REPRODUCTIVE SYSTEMS AND DESCRIBE NORMAL PHYSICAL CHANGES THAT TAKE PLACE AS MALES AND FEMALES REACH PUBERTY.

Content:

1. Identify male and female reproductive organs.
2. Describe their functions.
3. Compare the equivalent parts of the male and female organs.
4. Identify physical changes and related conditions:
   a. hormone changes
   b. hair on body
   c. growth and body shape
   d. acne
   e. voice changes
   f. menstruation
   g. seminal emissions
   h. testicles lowering into scrotum
   i. breast enlargement (during the maturity of the breast one may be larger than the other in either male or female)
   j. obesity
   k. erection
   l. masturbation

DAILY LESSON PLAN DAY # 6,7,8,9

Topic: Comparing male and female reproductive systems and their functions.

Time needed: Four 45-50 minute periods

Materials:

Books:
Modern Sex Education (Chp. 2)
Everything You Ever Wanted to Know About Sex - Reuben - (Tchr. reference)

Filmstrips:
"Becoming a Man" - Part I
"Becoming a Woman" - Part I

Transparencies:
Cleveland Health Museum transparencies

Strategies/procedures:

*NOTE: Recommended to be co-educational. However, if the class wants to be separated, do so.

1. Show filmstrip, "Becoming a Man", Part I. Discuss proper terms and functions for reproductive organs of the male. Use transparencies as needed during discussion.

2. Show filmstrip, "Becoming a Woman", Part I. Discuss proper terms and functions for reproductive organs of the female. Use transparencies as needed during discussion.

3. Compare equivalent parts of male and female reproductive system. See Reuben's book, Everything You Always Wanted to Know About Sex, Chapter 3.

4. Discuss physical changes and related conditions as listed in the content.

#3

DESCRIBE THE PROCESSES INVOLVED IN NORMAL CONCEPTION, PREGNANCY, AND BIRTH.

Content:

1. Conception
   a. fertilization
   b. contraception
2. Pregnancy
   a. physical development of the fetus
   b. physical health and care of mother
3. Birth
   a. natural birth
   b. multiple births
   c. circumcision

DAILY LESSON PLAN DAY # 10,11,12

Topic: Conception, pregnancy, and birth

Time needed: Three 45-50 minute periods

Materials:

Books:
Modern Sex Education
(Chp. 3 & pgs. 46-47)

Film:
"Human Reproduction"

Filmstrip:
"Life Before Birth"

Other:
Birth Series Model
Life magazine reprints - #27
Story of Life (magazine) #4 -
"Natural Childbirth"

Strategies/procedures:

1. Have students read Modern Sex Education, Chapter 3.
2. View film, "Human Reproduction" (Note: Show film separately if class indicates they would desire separation.)
3. View"Life Before Birth" filmstrip.
4. There are various methods of contraception. Refer to pages 46 and 47 in Modern Sex Education for a basic description of the depth to which this topic should be covered at this grade level. Emphasize that young married people should obtain professional advice, both medical and religious, in formulating their program of family planning.
5. Discuss the fundamentals of birth including natural birht, multiple birth and circumcision as a large group.

#4

DISCUSS BIRTH DEFECTS AND ANSWER QUESTIONS RELATED TO COMPLICATIONS WHICH CAN ARISE IN PREGNANCY AND BIRTH. DISCUSS CAUSES, PREVENTION, AND TREATMENT.

Content:

1. Pregnancy
   a. Miscarriage (spontaneous abortion)
   b. Abortion (induced or criminal)
   c. Premature birth

2. Birth
   a. Breech birth
   b. Caesarian section
   c. Birth defects
      1) Siamese twins
      2) Thalidomide babies
      3) Effects of venereal disease
      4) Effects of drugs
      5) Others they ask about

DAILY LESSON PLAN DAY # 13

Topic: Birth defects and complications of pregnancy and birth

Time needed: 45-50 minutes

Materials:

Resource speaker

Strategies/procedures:

1. Introduce the topic outlined in the content above.
2. Have each student submit a question or questions concerning this topic.
3. Give the students' questions to a resource speaker (a school nurse, Dr. Marion Barnes, or others) to be answered.

#5

DESCRIBE THE HISTORY, CAUSE, EFFECTS, AND PREVENTION OF VENEREAL DISEASE

Content:

1. Causes
   a. sexual relations with an infected person
   b. through kissing only if one of the partners has a sore of syphilis on his mouth

2. Reasons for increase
   a. greater sexual freedom
   b. misplaced confidence in ease of cure
   c. casual attitude to dangers
   d. more people in world
   e. lack of seeking medical attention
   f. unaware of infection

3. Prevention
   a. avoidance of sex relations with infected person
   b. condom offers partial protection

4. Ultimate effects if not treated
   a. sterility
   b. special types of arthritis
   c. heart disease
   d. blindness
   e. insanity

DAILY LESSON PLAN DAY # 14, 15

Topic: Venereal disease

Time needed: Two 45-50 minute periods

Materials:

Books:
Teachers Handbook on Venereal Disease Education (Programmed Text) from U.S. Dept. of Health, Education and Welfare

Film:
"Half a Million Teenagers"

Filmstrip:
"Venereal Disease, A Present Danger"

Other:
Pretest - from U.S. Dept. of Health, Education and Welfare
Updated Statistics - from Local Health Board

Strategies/procedures:

1. Administer "Teaching Test on Syphilis and Gonorrehea". Check in class.
2. View and discuss filmstrip "Venereal Disease, A Present Danger". A study guide accompanies the filmstrip.
3. Present statistics from Cedar Rapids Local Health Dept., concerning V.D.
4. Discuss prevention, treatment and laws concerning the reporting of V.D. cases to parents.

Alternate activities:

1. Read program text on Venereal Disease (HEW). A class set is available from the bookroom.

TEACHING TEST ON SYPHILIS AND GONORRHEA

(Please read all choices of answers to the question before deciding which one is the best answer.)

1. If you had been exposed to (or in contact with) someone who might have had syphilis, which of the following would be the way to be most sure you hadn't become infected?
   a. a blood test one month later
   b. a blood test three months later
   c. watching carefully for a sore, a rash, or other signs
   d. a physical examination
   e. I don't know

2. If scar tissue from a gonorrhea infection blocked the fallopian tubes in a woman completely so the ovum could not pass, which of the following would be the result?
   a. sterility
   b. insanity
   c. blindness
   d. heart disease
   e. I don't know

3. If a pregnant woman with syphilis is treated and cured, which of the following statements is true?
   a. her baby probably will be born without syphilis.
   b. her baby probably will be born with syphilis.
   c. I don't know.

4. How may you be certain never to get infected with a venereal disease?
   a. by never mating
   b. by being very careful
   c. by never mating with an infected person
   d. practically speaking, there is no way
   e. I don't know

5. Which of the following causes a venereal disease?
   a. injury
   b. body strain
   c. germs
   d. I don't know

6. When is syphilis most likely to cause serious damage to the body of the infected person?
   a. before he is infectious
   b. while he is infectious
   c. after he is no longer infectious
   d. I don't know

7. Are syphilis and gonorrhea very important threats to health today?
   a. yes
   b. no
   c. I don't know

8. Which of the following is more likely to cause insanity?
   a. syphilis
   b. gonorrhea
   c. I don't know

9. In which of the following ways would a woman most probably get to a doctor to be treated for gonorrhea within the shortest time after she was infected?
   a. she notices a discharge from her vagina.
   b. an infected man knows either that he has become infected from her or that he may have infected her, and he tells his doctor.
   c. the infection has spread to her uterus and tubes and she has great pain
   d. I don't know

10. Could a person who had a chancre (the first sign of syphilis) pass syphilis along to other persons without realizing that the chancre was there or that he or she was sick?
   a. yes
   b. no
   c. not likely
   d. I don't know

11. One of these diseases is almost never passed from one person to another except during the act of mating, because it must enter the mucous membrane inside a body exit. The other may be passed along in other ways, because it may enter the body almost anywhere. Which of the following is correct?
   a. the first is gonorrhea; the second is syphilis.
   b. the first is syphilis; the second is gonorrhea.
   c. I don't know

12. Of the following three people who had chancres all of which disappeared, which ones are <u>not</u> cured, but still have syphilis? 1. Put salve on it. 2. Did nothing. 3. Got treatment from a doctor.
   a. 1 and 3
   b. 2 and 3
   c. 1 and 2
   d. I don't know

13. If you had syphilis, which of the following would you be first?
   a. infectious
   b. infected
   c. neither
   d. I don't know

14. If a person has never had syphilis or gonorrhea, and he never touches any other person, what chance does he have of catching a venereal disease?
   a. about the same as catching any other disease
   b. very slight
   c. very great
   d. I don't know

15. How might a body be infected with syphilis or gonorrhea?
   a. being bitten by an insect
   b. picking it up from a door handle or drinking fountain
   c. skin-to-skin contact
   d. a cut or puncture wound
   e. I don't know

16. Which of the following infected persons often have the first signs of syphilis hidden deep inside the body where they are most likely to be overlooked and not noticed?
    a. women
    b. men
    c. one as likely as the other
    d. I don't know

17. If a woman thought she might be infected with gonorrhea, which would be the smartest thing for her to do?
    a. wait until someone caught it from her to make sure
    b. go to a doctor or a health department clinic and ask to be examined for gonorrhea
    c. avoid embarrassment. Go to a doctor and ask for a "complete" physical examination.
    d. I don't know

18. Can you have syphilis and gonorrhea at the same time?
    a. yes
    b. no
    c. I don't know

19. Which of the following diseases infected 10,000,000 people in the U.S. in a recent 10-year period?
    a. polio
    b. gonorrhea
    c. typhoid
    d. syphilis
    e. I don't know

20. Which of the following applies to syphilis and gonorrhea?
    a. two different diseases
    b. two names for the same disease
    c. two stages of the same disease
    d. I don't know

21. If person A had direct contact with person B, who had infectious syphilis, which of the following could we count on as the most reliable way for A to get to a doctor and be treated for syphilis?
    a. A gets a rash and a slight fever, and goes to a doctor to get something for it.
    b. Sooner or later, A will have a blood test - for the Army, for a job, to get married, etc., and it will show positive.
    c. B is treated for syphilis, and she tells the doctor that she either caught it from or gave it to A.

22. If you could do all of the following, which would be the surest way to keep from catching syphilis and gonorrhea?
    a. avoid public toilets
    b. stay out of crowded public places
    c. avoid skin-to-skin contact with infected persons
    d. I don't know

23. For how long after he is infected with syphilis can a man pass the disease on to someone else?
    a. the first 90 days only
    b. from 6 weeks to 6 months
    c. two years
    d. I don't know

24. If a man and woman both got infected with syphilis at the same time, and neither was treated, which could pass the disease on to anybody for the longest period of time?
    a. the man
    b. the woman
    c. no difference
    d. I don't know

25. In which place is syphilis or gonorrhea more likely to be passed from one person to another?
    a. a bus
    b. a restaurant
    c. a bed
    d. a public toilet
    e. I don't know

26. In which of the following infected persons would you expect to find symptons of gonorrhea where they would be most likely to be noticed?
    a. men
    b. women
    c. one as likely as the other
    d. I don't know

27. How do you get syphilis? Please check the most correct answer.
    a. through mating or kissing
    b. skin-to-skin contact with an infected person
    c. skin-to-skin contact with an infectious person
    d. I don't know

28. Against which of the following might soap and water have the most effect?
    a. syphilis
    b. gonorrhea
    c. I don't know

29. If a husband and wife each had a blood test before getting married, and their blood tests were both "negative", would there be any reason for the wife to have another blood test after she became pregnant?
    a. yes
    b. no
    c. I don't know

30. If one of the following persons infected with syphilis got well, which would it probably be?
    a. one had both natural and acquired immunity
    b. one had both active and passive immunity
    c. one got shots
    d. I don't know

31. Against which of the following diseases do we now have a vaccine?
    a. syphilis
    b. gonorrhea
    c. both syphilis and gonorrhea
    d. neither syphilis nor gonorrhea
    e. I don't know

32. Which of the following is true about tubal pregnancy from gonorrhea?
    a. it is a natural thing for every mature woman
    b. it cannot be avoided
    c. it can be avoided by prompt treatment of gonorrhea
    d. I don't know

33. Which of the following is the more likely to discover that a person probably needs treatment for syphilis?
    a. a physical examination
    b. a blood test
    c. I don't know

34. Which of the following statements is true?
    a. mating causes venereal disease
    b. venereal disease may be passed from one person to another in the act of mating
    c. venereal disease can be passed from one person to another only during the act of mating
    d. I don't know

35. If we could do all the things listed below, which would be the surest way to stop the spread of syphilis?
    a. do a blood test on everybody, and treat everybody whose blood test shows "positive"
    b. treat everybody who has had contact with an infectious person
    c. treat everybody who is known to be infected, whether or not he is infectious
    d. I don't know

36. A woman with untreated syphilis can pass syphilis on to her unborn baby for how long?
    a. up to two years after she's infected
    b. indefinitely
    c. as long as she has signs of the disease
    d. I don't know

37. Which of the following new babies should have special drops of medicine put in their eyes?
    a. those whose mothers are known to have gonorrhea
    b. those whose mothers are known to have syphilis
    c. all new babies
    d. I don't know

38. Which of the following is the best cure for syphilis?
    a. a balanced diet
    b. regularity
    c. antibiotics
    d. sunlight, fresh air and rest
    e. I don't know

39. If a man and a woman were both infected with gonorrhea on the same day, which would be the more likely to discover first that there was something wrong?
    a. the woman
    b. the man
    c. one as likely as the other
    d. I don't know

40. If you thought you had syphilis or gonorrhea, which would be the smartest thing to do?
    a. wait and see if you recover without treatment
    b. ask a druggist for the right kind of medicine
    c. tell a doctor what you suspect.
    d. get a physical examination
    e. I don't know

41. Most men begin to realize there is something wrong with them within which of the following time periods after they are infected with gonorrhea?
    a. 3 to 8 days
    b. 1 to 3 days
    c. 24 hours
    d. I don't know

42. Which of the following is most like treating syphilis that has already damaged body organs; that is, late syphilis?
    a. erasing chalk from a blackboard
    b. killing termites that were eating away at your house
    c. washing and ironing a dirty shirt
    e. I don't know

43. If the first sign of syphilis appears between 10 and 90 days after infection, where could this be on the body?
    a. around or on the "sex parts" only
    b. almost anywhere
    c. on the mucous membrane only
    d. I don't know

44. If the seminal duct of a man is blocked by scar tissue from a gonorrhea infection so the sperm can not pass out, which of the following would the person become?
    a. blind
    b. arthritic
    c. sterile
    d. insane
    e. I don't know

45. Once you have had syphilis, can you catch it again?
    a. yes
    b. no
    c. I don't know

46. Below are statements about persons infected with syphilis. One is true and two are false. Which one is true?
    a. Some get a sore throat
    b. All get a chancre
    c. All get a rash
    d. I don't know

47. Which of the following diseases killed the most people in the United States last year?
    a. polio
    b. gonorrhea
    c. typhoid
    d. syphilis
    e. I don't know

48. Suppose you thought you might have syphilis. You went to a doctor and were examined. He could find nothing wrong with you. You had no signs of syphilis. Your blood test was not "positive" for syphilis; that is, it was "negative". Which of the following would be true?
    a. you could be sure now that you did not have syphilis
    b. if you had syphilis, you got over it without treatment
    c. you might have syphilis
    d. I don't know

49. Since syphilis seems to be increasing among young people, and since syphilis may cause a rash, can you be pretty sure a young person with a rash has syphilis?
    a. yes
    b. no
    c. I don't know

50. Which disease is more likely to cause blindness in babies?
    a. syphilis
    b. gonorrhea
    c. I don't know

CORRECT ANSWERS
for
"Teaching Test on Syphilis and Gonorrhea"

1.	B	26.	A
2.	A	27.	C
3.	A	28.	A
4.	D	29.	A
5.	C	30.	C
6.	C	31.	D
7.	A	32.	C
8.	A	33.	B
9.	B	34.	B
10.	A	35.	B
11.	A	36.	B
12.	C	37.	C
13.	B	38.	C
14.	B	39.	B
15.	C	40.	C
16.	A	41.	A
17.	B	42.	B
18.	A	43.	B
19.	B	44.	C
20.	A	45.	A
21.	C	46.	A
22.	C	47.	D
23.	C	48.	C
24.	B	49.	B
25.	C	50.	B

#6

BE ABLE TO DISCUSS NORMAL ADOLESCENT RELATIONSHIPS WITH PEERS INVOLVED IN DATING, PARTIES, AND GOING STEADY.

Content:

1. Clarify the behavior patterns of the peer group about dating, parties, and going steady.
2. Examine various stages of involvement, but do not promote dating.

DAILY LESSON PLAN DAY # 16

Topic: Dating, parties, going steady

Time needed: 45-50 minutes

Materials:

Film:
"Social Side of Health" (Disney)

Other:
List of questions about dating

Strategies/procedures:

1. Show film: "Social Side of Health" and discuss. (See study guide attached.)
2. Write the enclosed list of questions on the board.
3. Each child should briefly answer the questions on paper by himself.
4. Form into small groups to discuss individual answers. Try to come up with a group concensus.
5. Individual groups report their group decisions to the class.
6. General discussion.

969 Walt Disney Productions

the social side of health

Produced by WALT DISNEY PRODUCTIONS
in association with the UPJOHN COMPANY

Presented in the interest of a better understanding of health.

Running Time: 10 min.
Color print by Technicolor

SUGGESTED AUDIENCE:

Informative and entertaining for any age group, *The Social Side of Health*, is especially suited for junior and senior high school grade levels.

CONTENT:

The social side of the health triangle depends largely on establishing successful relationships with others. To achieve a satisfying social life, these relationships require that people be able to make adjustments to the demands of others while retaining their own individuality. Consequently, social health begins with each individual.

The film emphasizes the importance of the family group in providing each person with his first contacts and impressions about others. Here he begins to learn the limit of his rights and the depth of his responsibilities.

The school is the next important group an individual comes in contact with. From this larger social experience one begins to build the foundations of his adult attitudes toward others and himself. For the first time a person is required to make personal and social adjustments to satisfy strangers. The film shows how the basic principle of "Live and Let Live" suddenly acquires real meaning.

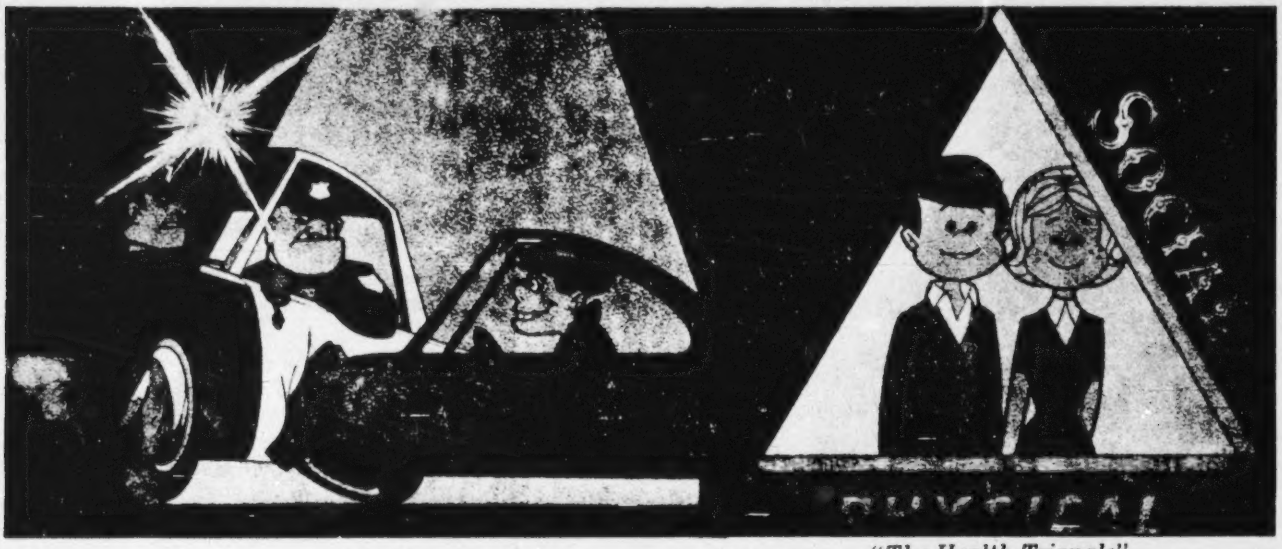
As an individual develops his personality and as his social contacts widen, he finds that he has more in common with some groups than with others. In dealing with this common desire to be liked, the film explains that people are basically gregarious. It is natural for everyone to want acceptance and social recognition.

Unfortunately, satisfying this desire can also present problems. There are so many groups to choose from. Animation and live-action photography are used to show that different groups have different customs and requirements—not all good! Which to identify with demands making responsible choices. This in turn demands that each individual know himself. Will he fit in with this group? Can both he and the other members benefit from the association? Is this a worthwhile group or one that defies and flaunts the rules and conventions of the larger group—society as a whole?

The decision to associate with a particular group also requires that the individual make many more adjustments than he has up to that point in his social development. Consequently, it is important to be sure the adjusting is worthwhile and that the result will make him a better adjusted "somebody" than a faceless "nobody."

Associated with the efforts people make to be accepted and liked is the risk that they will not always succeed. Each person encounters experiences when he is not liked and accepted. There are other times when he just does not want to be bothered by others. What he really wants is to be alone. The film illustrates how this can be a very useful thing as long as it does not become a life style. A certain amount of "aloneness" is necessary for each person. Quiet activities like listening to music, building models, reading, or just thinking are necessary to maintain personal balance. However, to

(continued on back side)



"The Health Triangle"

(continued)

withdraw behind a wall and never venture into associations with others is unhealthy. The film explains how extreme shyness is unnatural in the gregarious human animal. Each person, to develop fully, needs to accept himself *and* others.

"The Social Side of Health" concludes by showing that the world is full of people. They need and depend on each other. Some people like to relate to crowds of people, others are content with just a small group of friends. In either case the basic need for social contact is satisfied by cultivating individuals and groups that are worthwhile—the ones that help a person develop his own individuality and allows him to make a worthwhile contribution to society.

SUGGESTIONS FOR DISCUSSION AND ACTIVITIES:

1. List and discuss the forces that influence individuals to become members of groups.
2. Without using specific names, discuss the *kinds* of groups which exist at your school. What is good about them (members are courteous, friendly, interested in service to others, etc); what are the bad features (encourage poor habits, take too much time from school work, emphasize materialistic values).
3. Ask each individual to draw a social diagram. Using himself as the mid-point, how many concentric circles (representing group memberships) does he find around himself. Begin with family, school, church, team. Have each person assess himself. Is his social life well-balanced, limited, or over-active? Does he have a time for, and indulge in activities by himself?
4. Discuss the physiological reasons that may cause children to become shy adults—obesity, wearing braces, stuttering, being too tall, etc. How important are these things in really judging a person's character?
5. Discuss ways you can help a shy person overcome his problem.
6. Discuss and list the qualities that distinguish a socially mature individual (fairness, sense of humor, kindness, willingness to listen to different points of view, etc.). Ask each person to rate himself against this list. Are there places where he could exercise more maturity? What are some positive steps he can take to improve his personal and social health?

WALT DISNEY EDUCATIONAL MATERIALS COMPANY

800 Sonora Avenue
Glendale, California 91201

666 Busse Hwy.
Park Ridge, Illinois 60068

495 Route 17
Paramus, New Jersey 07652

ed in U.S.A.

QUESTIONS ABOUT DATING

1. How old should you be when you start dating?
2. What is dating? What rules should you have? (i.e., time)
3. What does "going steady" mean?
4. What are some reasons why people go steady?
5. Are you more likely to go steady if all your friends do?

#7

IDENTIFY AND DISCUSS THE IMPLICATIONS OF PEER GROUP INFLUENCE AND PRESSURE.

Content:

1. Basic needs
   a. physical
      1) satisfaction of hunger and thirst
      2) self preservation
      3) satisfaction or sublimation of sexual drives
      4) growth and activity
   b. psychological (after basic physical needs are met)
      1) love
      2) esteem
      3) safety
      4) security (gaining through belonging)
      5) sense of worth, approval
      6) new experiences (fun, adventure, excitement)
      7) recognition, status
      8) love, abiding sense of loving and being loved
      9) religion, a philosophy of life

2. All human behavior is motivated by needs. We behave in order to adjust, to remove, or satisfy them.

DAILY LESSON PLAN DAY # 17,18,19

Topic: Peer group influence and pressure

Time needed: Three 45-50 minute periods

Materials:

Books:
Relationships, (teacher's reference) - Chp. 1, pg. 2-11

Films:
"Conformity"
"Steps Toward Maturity and Health"

Other:
"Can of Squirms"

Strategies/procedures:

1. During a class discuss define:
   a. Basic physical needs to maintain life.
   b. Basic psychological needs
   c. See Merrill Harmin's sheet: "Some Human Needs" (sheet attached)

2. Divide class into two groups -- one all female, the other all male to emphasize differences between the sexes.
   a. Have each group compile a list of: basic physical needs, basic psychological needs, and wants
   b. One person from each group reads aloud the finalized lists of needs and wants. Compare lists.

3. Discuss what actions we go through to accomplish the listed needs and wants.

4. Show film: "Conformity" and discuss.

5. Show film: "Steps Toward Maturity and Health". See attached study guide.

6. Role play. Use "Can of Squirms" involving peer group pressure and influences.

NEXTEP 0480
October 27, 1970

Merrill Harmin

SOME HUMAN NEEDS

	Some samples of feelings that arise when the need is:	
	Satisfied	Unsatisfied
1. PHYSICAL NEEDS		
(1a) Survival Conditions -- food, oxygen, viable temperature range, etc.	no physical pressure	physical tension
(1b) Remedial Aides -- drugs, surgery, eyeglasses, physical therapy, etc.	functional ease	distress
(1c) Physical Comforts -- tasty food, comfortable temperature, sex, soft chairs, etc.	comfort	discomfort
2. SAFETY NEEDS		
(2a) Security -- certainty that other needs will be met, rhythm in life, support when weak, etc.	secure	frightened
(2b) Limited Pressures -- having within tolerable limits such things as change, disorganization, stimulation, work pressures, etc.	on top of things	overwhelmed
3. AFFECTION NEEDS		
(3a) Being Liked and Accepted -- belonging, having friends, being included, sharing, etc.	well-liked	lonely
(3b) Love and Intimacy -- deep interpersonal understanding, affection, committment; non-judgmental acceptance, etc.	lovable	distant from others

	Some samples of feelings that arise when the need is:	
	Satisfied	Unsatisfied
4. ACTION NEEDS		
(4a) Activity -- doing things, solving problems, moving about, thinking, working, etc.	alive, energetic	lethargic, dull, lazy
(4b) Influence and Power -- acting willfully, making a difference, having control, taking the initiative, etc.	strong	ineffectual
(4c) Expressing Self -- expressing one's emotions and thoughts; producing art works, being playful and gay, sharing problems, etc.	released, open	blocked, stifled
5. ACHIEVEMENT NEEDS		
(5a) Accomplishment -- feeling successful, making progress, achieving a goal, etc.	confident, capable	uncapable, unsure
(5b) Recognition -- respect from others: being praised, chosen as a leader, admired as competent; approval for worthy behavior, etc.	respected	unappreciated
6. STIMULATION NEEDS		
(6a) Stimulation -- excitement: stimulation of sight, sound, touch, smell; traveling, variety, new ideas: etc.	stimulated	bored
7. FREEDOM NEEDS		
(7a) Space for Autonomy -- room to be oneself, self-direction, private territory, space for exploration, etc.	free	controlled
(7b) Being Creative -- creating new forms, imagining, being idealistic, finding better ways, etc.	creative	monotony

	Some samples of feelings that arise when the need is:	
	Satisfied	Unsatisfied
8. KNOWING NEEDS		
(8a) Information -- knowing what is happening (inside and outside self, in arts and sciences, thoughts and feelings, etc.); having data; etc.	informed, knowledge-able	ignorant, naive
(8b) Understanding -- knowing causes and relationships, being able to make predictions, getting meanings from experiences, etc.	intelligent, wise	stupid
9. INTEGRATING NEEDS		
(9a) Time Integration -- building continuity between the present and the past and future, finishing tasks, looking forward to future e' :nts, etc.	good perspective	disoriented, inconsistent
(9b) Self Integration -- building unity among one's thoughts, one's feelings and one's behaviors; coming to terms with one's positive and negative impulses; dealing with any gap between one's real self and ideal self; etc.	whole, unified, congruent	split, conflictful
(9c) Self-society Integration -- unifying the satisfaction of one's own needs with others' needs; dealing with others' pressures, environmental demands, etc.	well-adjusted, responsible	unsettled

#8

IDENTIFY AND DISCUSS PERSONAL EMOTIONS AND NEEDS SUCH AS LOVE AND INFATUATION AS THEY APPLY TO ONES SELF AND TO OTHERS

Content:

1. Define love as the ability to form meaningful and satisfying relationships with others.
2. We learn to love as we learn other abilities.
3. Love can be given only if it has been received.
4. Love progresses through several stages:
   a. self love
   b. give and take love
   c. romantic love
   d. mature love
   e. altruistic love

DAILY LESSON PLAN DAY # 20

Topic: Personal emotions

Time needed: 45-50 minutes

Materials:

Books:
Modern Health, Chp. 5
Relationships, Chp. 16

Strategies/procedures:

*NOTE: See health instructor and determine the coverage of this objective.

1. If not covered in health class: Using as a student reference, Modern Health, Chp. 5, and as a teacher reference, Relationships, A Study in Human Behavior, Chp. 16, discuss love as a basic need. As a class define various kinds of love.
2. Discuss the idea that several kinds of love are experienced in a marriage, and that sexual love is only part of ones married life.

#9

IDENTIFY WAYS IN WHICH EMOTIONS AFFECT DECISIONS MADE ABOUT THE BODY

Content:

1. Responsible behavior
2. Self image
3. Premarital intercourse

DAILY LESSON PLAN DAY # 21, 22, 23

Topic: Emotions and body actions

Time needed: Three 45-50 minute periods

Materials:

Books: (teacher reference)
Sexuality and Man
Patterns of Life

Films:
"Phoebe"

Filmstrips:
"Becoming a Man" -- Part II
"Becoming a Woman" -- Part II

Strategies/procedures:

1. Introduce and view "Becoming a Man", Part II and "Becoming a Woman", Part II. Discuss responsible behavior concerning the roles of males and females.

2. Define; homosexuality: sexual interests, attractions, and behavior between the same sex.

   *NOTE: Teacher References -- Sexuality and Man - pp. 13-16
   Patterns of Life - pp. 150-156, Chp. 6

   Defining homosexuality may satisfy the class's curiosity regarding this topic. If the class has further questions, answer the questions as honestly as possible.

3. View film: "Phoebe". Discuss film by using the inner-outer circle technique. Students in the inner circle discuss questions while those in outer circle listen. Switch groups half way through the questions. (An empty chair may be left in the inner circle which can be occupied by someone in outer circle who has something to add.)

   The book Phoebe can also be made available to those interested.

Starter questions might be:

1. Do you think "Phoebe's" inability to talk to her boyfriend and parents is important? Why or why not?

2. What is meant by the final phone scene? Explain.

3. Which of the two young people, Phoebe or her boyfriend, is more mature about life? Explain.

4. What are the possible solutions to the moral dilemma facing Phoebe? Her boyfriend?

Alternate activities:

1. The enclosed SELF-IMAGE CHECKLIST may be used to introduce discussion about Content items 1 and 2. (i.e., responsible behavior in general, and the importance of a satisfying self-image.)

SELF-IMAGE CHECKLIST

There is a need for each of us to know more about ourselves, but seldom do we have a chance to look at ourselves as we are or as we would like to be. Below is a list of terms that to a certain degree describe people. Rate yourself on each term as to whether you have that quality always, often, sometimes, or hardly ever. Then ask a good friend to rate you on a duplicate sheet, and compare the two lists.

I AM LIKE THIS:	ALWAYS	OFTEN	SOMETIMES	HARDLY EVER
1. agreeable	—	—	—	—
2. alert	—	—	—	—
3. brave	—	—	—	—
4. busy	—	—	—	—
5. careful	—	—	—	—
6. cheerful	—	—	—	—
7. considerate	—	—	—	—
8. cooperative	—	—	—	—
9. dependable	—	—	—	—
10. fair	—	—	—	—
11. friendly	—	—	—	—
12. generous	—	—	—	—
13. good	—	—	—	—
14. good sport	—	—	—	—
15. happy	—	—	—	—
16. helpful	—	—	—	—
17. honest	—	—	—	—
18. kind	—	—	—	—
19. loyal	—	—	—	—
20. likeable	—	—	—	—
21. obedient	—	—	—	—
22. patient	—	—	—	—
23. polite	—	—	—	—
24. popular	—	—	—	—

I AM LIKE THIS:	ALWAYS	OFTEN	SOMETIMES	HARDLY EVER
25. quiet	—	—	—	—
26. reliable	—	—	—	—
27. sincere	—	—	—	—
28. smart	—	—	—	—
29. studious	—	—	—	—
30. successful	—	—	—	—
31. thoughtful	—	—	—	—
32. trustworthy	—	—	—	—
33. understanding	—	—	—	—
34. unselfish	—	—	—	—
35. useful	—	—	—	—

#10

IDENTIFY VALUE AND VALUE SYSTEMS AND BEGIN TO CLARIFY HIS OWN VALUES.

Content:

1. Values are the criteria by which an individual chooses his goals. Values decide how we decide issues, how we plan, and how we direct our lives. To understand our own values helps us to realize what is really important to us.

DAILY LESSON PLAN DAY # 24

Topic: Values clarification

Time needed: 45-50 minutes

Materials:

Books:
Relationships (pp. 69-86) -- Teacher's Guide (teacher's reference)

Strategies/procedures:

1. Through class discussions decide on a definition for the term "value."
2. Divide into two heterogeneous groups and have the students rank-order values. Suggested values are listed on page 69 in teacher's guide of Relationships.

Content:

DAILY LESSON PLAN DAY # 25

Topic: Values clarification

Time needed: 45-50 minutes

Materials:

Other:
Downers Grove Packet (available from Family Life Office)
Phi Delta Kappan - June, 1972

Strategies/procedures:

1. "Twenty Things I Love to Do" sheet from Downers Grove Packet - pp. 5-6.
2. Other activities from this packet or Phi Delta Kappan, June, 1972, pp. 649-651.

TWENTY THINGS I LOVE TO DO

Ask participants to number down the middle of a sheet of paper. Have them list behind numbers all the things they love to do. Urge them to just write a word or two to name activity. Allow about five minutes. If not completely done, should have at least 15 things to make good sample.

Next have them draw seven columns down the paper to the left of numbers. Each of these columns will be used as a "coding" mechanism.

The first column should be headed with a dollar sign ($). Ask them to look through the list putting a ($) in front of each activity that needed money spent for extra equipment.

Column two is Better or Not. Ask them to put the letter B in front of each activity they would like to become better at. Leave blank the ones in which they are satisfied with their ability.

Column three is called Approve or Disapprove. This time put A or D if they think their immediate superior or boss would approve or disapprove of this type of activity.

Column four is Risk or Intimacy. Use the letters R or I. Put R if there is any element of risk, either emotional or physical, in the activity. Use I for activities that call for intimacy. Some may call for both R and I.

Column five is Lessons. Place an L in front of activities that the person may have paid for instruction (lessons) to learn how to do it.

Column six is Time. Place a T in front of activities that the person wishes he had more time to do.

Column seven is Last Time. Place the date (approximate) of the last time the person did the activity.

When chart is complete, then have participants look back over information. What can they learn about themselves? These ideas could be shared in a small group. Maybe "I learn" statements could be made verbally or written down. Some "voting" wuestions could be made about chart. Information needs to be processed by a person to be of value to him.

See sample chart on next page.

BEST COPY AVAILABLE

SAMPLE: CHART

BEST COPY AVAILABLE

#	Better or Not	Apr. of Disagr	Risk or Int	Lesser	More time	Last time	
#		C	R		T	8/15	1. travel
		C	I		T	10/21	2. read
	B	C	R		T	9/6	3. explore
#	B	D	R	I	T	9/12	4. play golf
		A	RI		T	10/9	5. have friends in
#	B	C	RI	L	T	10/20	6. teach

Sample: I Learned from chart.

I learned that maybe I need to plan my time to allow for more things I want to do.

I learned that I like activities where I do not compete.

Sample: Voting Items from chart.

How many found time a problem in doing what they wanted to?

How many had travel on their list?

How many had trouble thinking of 20 items for the list?

#11

DEVELOP A DECISION MAKING PROCESS WHICH IS CONSISTENT WITH HIS VALUE SYSTEM.

Content:

1. Problem solving in groups. Questions may be solicited from the group or taken from examples provided here.

DAILY LESSON PLAN DAY # 26, 27

Topic: Decision making

Time needed: Two 45-50 minute periods

Materials:

Books:
Relationships (teacher's reference) - Chp. 18

Other:
attached list of Problem Solving Situations - "Win As Much As You Can"

Strategies/procedures:

1. Problem Solving Activities:
   a. Divide the class into five groups. Each group is given a problem to solve. The group should first decide what the possible solutions are, and then attempt to reach consensus of the best solution.
   b. For remaining class time, group will share their conclusions and reasons for their solutions.

2. Tell the class they are going to play a game in which they are going to solve a problem. The problem is how to "Win as Much as You Can".

3. Distribute copies of enclosed game sheets. Explain the procedure, and play the game.

4. Decide as a group what was learned from playing the game.
   a. cooperation is valuable
   b. to have a winner, you don't have to have a looser.

Alternate activities:

1. Conduct student interviews with students asking one another questions with an emphasis on goals and values.

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OBJECT: WIN AS MUCH AS YOU CAN

Directions: For ten successive rounds you and your partner will choose either an "X" or a "Y." The "PAY-OFF" for each round is dependent upon the pattern of choices made in your cluster:

4 X's: Lose $1.00 each
3 X's: Win $1.00 each 1 Y : Lose $3.00
2 X's: Win $2.00 each 2 Y's: Lose $2.00 each
1 X : Win $3.00 3 Y's: Lose $1.00 each
4 Y's: Win $1.00 each

Strategy: You are to confer with your partner on each round and make a joint decision. Before rounds 5, 8 and 10 you may confer with the other pairs in your cluster.

	STRATEGY						
ROUND	TIME ALLOWED	CONFER WITH	CHOICE	$WON	$LOST	$BALANCE	
1	2 mins.	partner					
2	1 min.	partner					
3	1 min.	partner					
4	1 min.	partner					
5	3 mins.	cluster					Bonus round pay-off is multiplied by 3
6	1 min.	partner					
7	1 min.	partner					
8	3 mins.	cluster					Bonus round pay-off is multiplied by 5
9	1 min.	partner					
10	3 mins.	cluster					Bonus round pay-off is multiplied by 10

Content:

DAILY LESSON PLAN DAY # 28, 29

Topic: Evaluation and rap session

Time needed: 45-50 minutes

Materials:

Other:
Evaluation sheet attached
Mimeographed copies of "Sharing Our Feelings and Thoughts"

Strategies/procedures:

1. Evaluation of Family Life Program - 8th grade. See attached sheet.
2. Open rap session, discussing what ever they think necessary.
3. Form one or more large cirlces with 12-15 students per group. Distribute list of questions entitled "Sharing Our Feelings and Thoughts". The rules of the game are:
   a. You may ask any question of any person in the group if you are willing to answer it in return.
   b. You may "pass" if asked a question you do not care to answer. The person asking it is still obligated to be willing to answer it about himself, since he asked it.

   (Use questions on enclosed sheet, "Sharing Our Feelings and Thoughts".

Alternate activities:

1. Interviews or Squirms

FAMILY LIFE
8th Grade

FINAL EVALUATION

(No name please)
Girl_____ Boy_____

	Yes	No
1. Have you found it easier to talk to your parents about family life problems and/or questions?	____	____
2. Do you have a <u>better</u> understanding of:		
a. endocrine system	____	____
b. male reproduction organs	____	____
c. female reproduction organs	____	____
d. physical changes during puberty	____	____
e. menstruation	____	____
f. seminal emissions	____	____
g. conception	____	____
h. life before birth	____	____
i. birth of a baby	____	____
j. birth defects	____	____
k. venereal diseases	____	____
l. your emotions	____	____
m. your values	____	____
3. Did you learn from:		
a. Can of Squirms	____	____
b. interviews	____	____
c. problem solving activities	____	____
d. group work	____	____
e. class discussions	____	____
f. teacher explanations and descriptions	____	____
g. question and answer sessions	____	____

4. Please write any comments or observations you have about the 8th grade Family Life Program.

SHARING YOUR FEELINGS AND THOUGHTS

Directions: In small groups of 8-10 persons, any person may ask a question of any other person, providing that he or she is also willing to answer.

1. How do you feel when you enter a room full of people?
2. What makes you happiest?
3. How do you feel when you are rejected by a group? Accepted by a group?
4. What turns you off or on the most?
5. How do you feel about taking orders from another person?
6. What makes you feel rebellious?
7. What do you most frequently daydream about?
8. What is your strongest point? weakest point?
9. What are you afraid of? Most excited about?
10. What is your favorite hobby or leisure interest?
11. Have you cheated on any exams?
12. Have you deliberately lied about a serious matter to either parent?
13. What foods do you most dislike?
14. Do you enjoy manipulating or directing people?
15. Are females inferior, equal, or superior to males?
16. To what clubs do you belong?
17. How do you feel about swearing?
18. How important is money to you?
19. What was your worst failure in life; your biggest disappointment to yourself or your family?
20. What is your favorite T.V. program?
21. How do you feel about drying in the presence of others?
22. Do you like your name?
23. If you could be anyone besides yourself, who would you be?
24. How do you feel about this group activity?
25. (Any question you think of that you are willing to answer.)

BIBLIOGRAPHY

BEST COPY AVAILABLE

MATERIALS FOR 8TH GRADE BOX

Quantity	
6	Love and the Facts of Life - Duvall
35	Modern Health - Otto (see health class)
35	Modern Sex Education - Julian
6	Mr. and Mrs. BoJo Jones - Head
6	My Darling, My Hamburger - Zindel
35	Student Manual on V.D. Education - A.A.H.P.E.R.
6	"Life Before Birth" reprint #27 - Time
35	"Sex and the Teenage Girl" reprint - Reader's Digest
1	Story of Life - "Birth of a Baby"
1	Story of Life - "Caesarean Section"
35	"What Should I Tell My Son" reprint - Reader's Digest
1	"Can of Squirms"

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Eighth Grade Materials

Books	Authors	Publishers
Love and the Facts of Life	Evelyn Millis Duvall	Assoc. Press
Modern Health	Otto, Julian, Tether	Holt, Rinehart & Winston
Modern Sex Education	Julian, Jackson	Holt, Rinehart & Winston
Mr. and Mrs. BoJo Jones	Ann Head	Signet
My Darling, My Hamburger	Zindel	Harper-Row
Student Manual on V.D. Education	Wm. F. Schwartz	A.A.H.P.E.R.-Dept. of NEA
(Teacher References)		
Everything You've Always Wanted to Know About Sex	David Rueben, M.D.	Bantam
Individual, Sex & Society (A Siecus Handbook)	Carlfred Broderick	John Hopkins
Relationships, A Study in Human Behavior (& tchrs. guide)	Helen Gum Westlake	Ginn & Co.
Teachers' Handbook on V.D. Education	Wm. F. Schwartz	A.A.H.P.E.R.-Dept. of NEA
What Teenagers Want to Know	Florence Levinsohn	Budlong Press
Your First Pregnancy	(booklet)	Kimberly-Clark
Sexuality and Man	Mary S. Calderone, M.D.	Charles Scribners & Sons
Patterns of Life	Phillis B. Dolloff and Miriam R. Resnick	Charles E. Merrill Co.

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Half Million Teenagers	#07468
Conformity	#2100
Endocrine Glands	#00197
Human Reproduction	#07209
Phoebe	#15095
Social Side of Health - (Walt Disney)	#00624
Steps Toward Maturity and Health - (Walt Disney)	#00644
Venereal Disease - Half Million Teenagers	#07468

FILMSTRIPS-RECORDS

Becoming a Man - Parts I and II	Guidance Associates
Becoming a Woman - Parts I and II	Guidance Associates
#5 - Endocrine Glands and Hormones	Educational Progress Corp.
#6 - Gestation and Birth of a Baby	Educational Progress Corp.
Life Before Birth - Parts I and II	Life Education Program
#7 - Menstruation and Pregnancy	Educational Progress Corp.
Venereal Disease, A Present Danger	Guidance Assoc.

MAGAZINES AND REPRINTS

Life Before Birth - Reprint #27	Time-Life
Sex and the Teenage Girl	Reader's Digest
Story of Life - Part VI -- "Birth of a Baby"	
Part V -- "Caesarian Section"	Gordon & Gotch, Inc.
What Should I Tell My Son?	Reader's Digest

Phi Delta Kappan (June, 1972) - pp. 649-651

TRANSPARENCIES

Basic Human Reproduction	Hubbard Scientific
Cleveland Health Museum	TRC - Educ. Service Center
3M	TRC - Educ. Service Center

OTHER

Birth Models	Cleveland Health Museum
Can of Squirms	Junior High Level
Downer's Grove Packet - Oct. 1971	(Bookroom)